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## Denali Training Fund Quarterly Progress Report

Funds for this project are provided by the USDOL and the Denali Commission and managed,  
in partnership, by the Alaska Department of Labor and Workforce Development.

Name of Organization: Chugach School District
Name of Project: Student Training for Alaska Rural Trades (START)
Reporting Period: July - September 2008
Contact Person: Carol Wilson
Contact Number: (907) 522-7400 Email Address: cwilson@chugachschoools.com
Expenditures to date: \$68,016.43
Certification: I certify that the information in this report is current, correct and true and in accordance with the terms and conditions of the agreement.
Signed by: Carol Wilson <i>Carol Wilson</i> Dated 10/1/08

### 1. In a few sentences, please describe the scope of your project:

The goal for the Student Training for Alaska Rural Trades program (START) is to prepare rural youth for the world of work with a focus on high growth, priority industries in Alaska. In addition to serving Chugach students, CSD will also serve youth in rural communities from various partnering districts, including Lake and Peninsula, Bering Strait, Kuspuk and Denali Borough School Districts. The START program will provide career exploration opportunities, work readiness training, and experiential instruction in technical mathematics and literacy as well as hands-on training for all youth and young adults, including those who are at risk of dropping out of school. Training will include what Alaska's employers identify as essential skills, such as personal/social, academic and employability skills. In order to practice these skills in real-life settings, the START program will provide opportunities in job shadowing, internships, national certification programs, and trade apprenticeships. Additionally, all students will have the opportunity to gain dual college career and technical education (CTE) credits as well as WorkKeys Career Readiness Certificates.

## **2. Project Activities for this Reporting Period:**

*Describe the grant activities that happened during this report period. Include planning, advertisement and/or training performance that occurred this quarter? List any accomplishments achieved. (Attach advertisements if applicable)*

EXCEL Summer Camp (July 5 – August 2) – The second of three Math and Literacy trainings, which took place during the month of July. The camp is first and foremost geared toward students who may be struggling passing the HSGQE. If additional spots are open, students who will be first time test takers in the Spring of the following year may apply as well as students who have already passed the test. 37 students applied and were accepted in the program.

Students who participated in the EXCEL Camp were given the following opportunities:

- \* HSGQE Prep – Students who needed extra preparation for the HSGQE still remained our #1 priority. Students chose either the culinary arts or the construction/trades strand as an applied HSGQE reading, writing and math activity. Successful completion of either strand allowed students to gain national certificates and dual college credit.
- \* National Center for Construction Education Research (NCCER) Core Curriculum – Students who chose this strand had the opportunity to work the curriculum and obtain a National certificate as well as receive 3 CTE college credit from the University of Alaska, Fairbanks. Of the 18 students who chose this strand, 16 students or 95% completed the NCCER Core Curriculum, and 16 students or 89% received the NCCER National Certificate. In addition to the NCCER Core Curriculum, students received employability training and job shadowing/touring in the Construction Industry.
- \* ServeSafe & Culinary Arts Curriculum – Students who chose this strand learned how to handle food safely including food preparation, personal hygiene, purchasing and storage, cooking and serving and cleaning/sanitizing and overall food safety regulations. Of the 19 students who chose this strand, 19 or 100% completed the program, received the ServeSafe National Certificate and 4 college credits from UAF in Culinary Arts. In addition to the Culinary Arts curriculum, 100% of the students received employability training and job shadowing opportunities.
- \* WorkKeys/WIN training – Students (13) who had already passed the HSGQE were given the WIN placement test and worked all month with the WIN Curriculum in preparation for the WorkKeys placement test. Nine (9) out of the 13 students or 69% earned a National Career Readiness Certificate (CRC) in Applied Mathematics, Reading for Information and Locating Information. The four remaining students have only section of the test left to pass to earn the CRC.
- \* Student Leadership Training – Students were divided into 3 groups and each group spent a week of evening leadership training learning valuable skills in consensus building, teamwork, and communication in preparation for a 3-day canoeing/backpack/camping trip. Thirty-seven (37) out of 38 (97%) of the students received leadership training.
- \* Personal/Social/Character Ed – Each evening was filled with fun, healthy leisure activities including bowling, shooting hoops, flag football, mask-making, beading, swimming, ice skating and hiking.

**3. Scheduled Project Activities/Important Dates for next quarter:**  
*Describe your planned activities and training for next few months. Please include important dates like graduation, site visits, travel, job fairs, etc.*

HSGQE/Leadership Trip – September 27<sup>th</sup>, 2008 – October 17<sup>th</sup>, 2008 – This session is geared for students who have taken the HSGQE but failed to pass all three components. It will be a two-week intensive, focusing on reading, writing and math with hands-on, applied learning activities. Student leadership training will also be a major area of concentration during this session. The third and final week (test week), students will have the option of taking the HSGQE during the VTE program or travel back to their individual school sites. 15 students are scheduled to participate in this session.

Phase 3 – October 28<sup>th</sup> – November 6<sup>th</sup>, 2008 -This sessions is tailored to the individual needs of each student. Students will use the information gathered from previous sessions gathered on their AKCIS electronic portfolio to write a viable career plan. Additionally, students will travel to the Alaska Job Center and register with the Alaska Labor Exchange. 10 – 12 students will participate in this training.

Phase 2 – December 2<sup>nd</sup> – 11<sup>th</sup>, 2008 – This session will focus on job search strategies and understanding life after high school. Students will be engaged in a 2-4 hour job shadow with our High Growth Business partners including Totem Ocean Express, Conoco Phillips, Davis Construction, Associated Builders and Contractors, AGC, and Providence Hospital. Students will continue using the AKCIS electronic portfolio and begin building their resume and cover letter as well as research the educational training opportunities available to them.

Phase 1 – December 14<sup>th</sup> – 19<sup>th</sup>, 2008 – This session will consist of informational, interactive fieldtrips to learn about post-secondary and apprenticeship options as well as several high growth priority industries including Providence Hospital and Conoco Phillips. Students will be introduced to the AKCIS website and begin building their electronic life skills portfolio. They will take the IDEA, SKILLS and Interest Profiler to help them identify and match their interests with the wide variety of careers available to them.

**4. a. How many are in your training program during this reporting period?**

38

**b. How many people have been trained and/or certified to date from this grant?** 55

*(Please complete form below.)*

**5. Please complete the list by putting the community to which each individual trained is from, the type of training and certification, the graduation date and who will employ them upon completion of training.**

<b>Community where trainee lives</b>	<b>Training /Service</b>	<b>Certification to be earned</b>	<b>Dates of training</b>	<b>Graduation Date</b>	<b>Employment commitment after training is complete</b>
Chad Anelon Newhalen	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Sirena Fortune Port Heiden	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Cody Trefon Nondalton	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Samantha Foss Pedro Bay	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits, WorkKeys CRC	7/5-8/2/08		Still in HS
Liz Totemoff Tatitlek	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Raymond Cross Chenega Bay	EXCEL Camp	NCCER Course Completion, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Ashley Kompkoff Cordova	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Trina Larsen Golovin	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Frieda Grierson Shishmaref	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Lorianne Koonooka Gambell	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits, WorkKeys CRC	7/5-8/2/08		Still in HS
Jewel Koonooka Gambell	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits, WorkKeys CRC	7/5-8/2/08		Still in HS
Kristi Apangalook Gambell	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
DeAnne Lincoln White Mountain	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits, WorkKeys CRC	7/5-8/2/08		Still in HS
Michelle Simon White Mountain	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits, WorkKeys CRC	7/5-8/2/08		Still in HS

Roberta Charles White Mountain	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits, WorkKeys CRC	7/5-8/2/08		Still in HS
Deyonne Milligrock Stebbins	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Nicole Henry Stebbins	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Vanessa Bouchan Stebbins	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Elaine Bogeyaktuk Stebbins	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Shaina Soonagrook Savoonga	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits, WorkKeys CRC	7/5-8/2/08		Still in HS
Simon Weyiouanna Shishmaref	EXCEL Camp	Work internship 3 college business credits	7/5-8/2/08		Student/UAA/Aviation
Bruce Morgan Aniak	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Candi Nickolie Aniak	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Jaydean Kelila Aniak	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Jeffrey Hunter Aniak	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Phillip Morgan Aniak	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Patrick Morgan Aniak	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits, WorkKeys CRC	7/5-8/2/08		Still in HS
Ellen Sakar Chuathbaluk	EXCEL Camp	Dropped out	7/5-8/2/08		Still in HS
Justin Sakar Crooked Creek	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Lewis Phillips Crooked Creek	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Oxenia Sakar Crooked Creed	EXCEL Camp	NCCER Course Completion, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Amber Williams Lower Kalskag	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Carlton Evan Lower Kalskag	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS

Jessica Hapoff Lower Kalskag	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Joleen Gregory Lower Kalskag	EXCEL Camp	ServeSafe Certificate, 4 college culinary credits	7/5-8/2/08		Still in HS
Jared Thornson Lower Kalskag	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Sam Savage Lower Kalskag	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits	7/5-8/2/08		Still in HS
Kalela Evan	EXCEL Camp	NCCER Certificate, 3 college Construction Ed credits, Work internship completion in education, 5 education college credits, WorkKeys CRC	7/5-8/2/08		Employed at Donlin Creek Mine

*Please copy and use another sheet if you need more spaces.*

**6. Please identify any problems or changes in your training project that will affect the budget, scope or timeline of the project. Is your training on schedule? What are the reasons for any difficulties or delays? Are you over budget/under budget? Have you had to change the initial scope?**

*Please provide an explanation to this change and your resolution to the variance.*

All trainings are going as planned!

**7. How are you or will you be evaluating the individuals being trained to ensure competency, skill level and understanding? (Testing, assessment, etc)**

Students are instructed using the Chugach Instructional Model (CIM) as an integrated instructional unit that actively engages students with the best teaching practices. The four strands of our instructional model include:

\*Drill and Practice – Traditional teaching that is built upon knowledge bites that are linked in an organized fashion (ie, Five step lesson plan to teach basic math skills).

\*Practical Application – The way in which a student can apply one or more skills in some relevant context (i.e., using basic math skill for a personal financial budget).

\*Interactive – The way in which a student can practice skills through role-playing is a simulation (i.e., applying for a job in and carrying out duties in a simulated corporation).

\*Real Life Connection – The way in which a student can apply skills in a meaningful real life situation (i.e., job shadowing/internships in a business of choice)

The VTE Program uses various assessment tools to obtain information about student learning. Methods may include observations, interviews, projects, tests, performances and portfolios.

**8. Please identify areas that we can assist you in the future.**

None, at this time.